



SCOTT'S BRANCH MIDDLE

1154 Fourth St.
Summerton, SC 29148

Grades	6-8 Middle School	
Enrollment	176 Students	
Principal	Patricia R. Middleton	803-485-2043
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

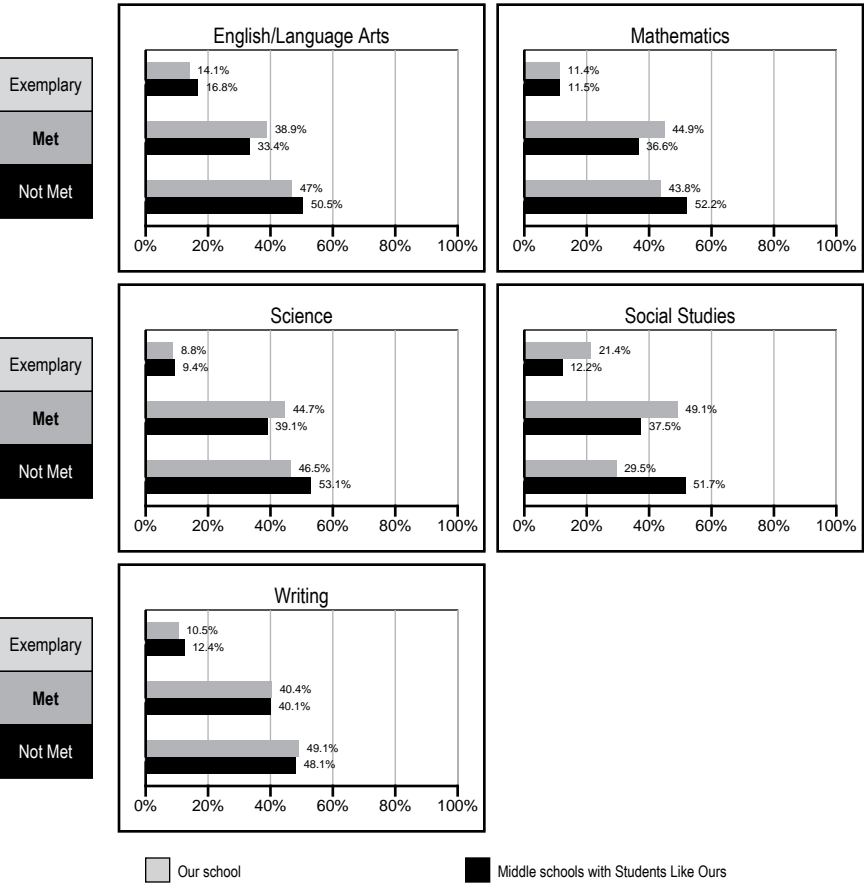
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	33	25

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.5%
English 1	93.3%	86.2%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	96.7%	86.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=176)				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Down from 22.0%	13.7%	24.2%
Retention rate	0.5%	Down from 1.2%	1.0%	0.7%
Attendance rate	98.1%	Up from 97.3%	95.4%	95.9%
Eligible for gifted and talented	9.1%	Down from 12.1%	5.7%	16.4%
With disabilities other than speech	18.8%	Down from 20.0%	14.4%	12.0%
Older than usual for grade	2.8%	Up from 2.4%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	69.2%	Up from 53.8%	57.6%	58.5%
Continuing contract teachers	69.2%	Up from 46.2%	67.6%	80.0%
Teachers with emergency or provisional certificates	18.2%	No Change	11.1%	4.0%
Teachers returning from previous year	56.7%	Up from 53.7%	78.0%	84.6%
Teacher attendance rate	95.7%	Up from 95.4%	95.5%	95.4%
Average teacher salary*	\$48,854	Up 21.6%	\$44,664	\$46,561
Professional development days/teacher	8.4 days	Down from 10.8 days	10.5 days	10.2 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 13.8 to 1	17.6 to 1	21.1 to 1
Prime instructional time	92.3%	Up from 89.1%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Up from 33.7%	96.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$14,862	Up 21.5%	\$10,056	\$7,802
Percent of expenditures for instruction**	59.0%	Down from 63.0%	60.4%	63.8%
Percent of expenditures for teacher salaries**	52.6%	Down from 56.9%	55.9%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Scott's Branch Middle School, located in historical Clarendon County, is a student-orientated school supported by teachers, parents, community members, and administrators whose primary goal is to create a culture of student achievement. Scott's Branch Middle has seen unprecedented student achievement gains during the 2009-2010 school year. The academic success that our students, teachers, and parents have experienced can be contributed to collaboration, the establishment of protocols, and use of data.

Students at Scott's Branch Middle were afforded the opportunity to participate in fine arts and other extra-curricular activities designed to development student educationally, emotionally, and socially. These included band, drama, show choir, football, basketball, softball, E2T2 Netbook initiative, Spanish, keyboarding, book clubs, computer application, and academic challenge.

Teachers participated in numerous staff development activities during the year. The goal of staff development this past year was to develop a professional learning community within the school. The school/district partnered with EdisonLearning to ensure increased student achievement. With the EdisonLearning Alliance Partnership, our students, parents, staff, and administrators were engaged in ongoing reflections on daily educational practices. Students were held accountable for their education by setting goals for success in reading and math. These goals were shared with parents during parent conferences that were held throughout the year. Students recorded their monthly progress and revisited their goals as needed. Our students were assured academic success through the many interventions provided. These included: Ticket to Read Early Morning Lab, Math Blitz, Writing Blitz, 21st Century After School, after-school tutoring, and Voyager Math.

Our parents were instrumental in our students' success. Parents attended PTO and SIC meeting as well other district sponsored workshops. At Scott's Branch Middle, we strive to continually improve in order to meet the needs of our students and community. We are a school where our students, parents, and community can take pride.

Luetina Green, SIC Chair

Patricia R. Middleton, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	55	24
Percent satisfied with learning environment	81.8%	81.8%	77.3%
Percent satisfied with social and physical environment	90.9%	74.5%	69.6%
Percent satisfied with school-home relations	27.3%	83.6%	78.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	6.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.4%	0.0%	No
Student attendance rate	98.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	184	100	48.8	38.8	12.4	67.1	75.6	83.5	Yes	Yes
Gender										
Male	90	100	55.6	35.8	8.6	58	68.7	80.1	N/A	N/A
Female	94	100	42.7	41.6	15.7	75.3	82.6	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	I/S	89.6	I/S	I/S
African American	174	100	48.5	39.4	12.1	67.9	75.9	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	33	100	N/A	N/A	N/A	21.2	34.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	47.4	39.7	12.8	66.7	75.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	184	100	47.1	47.1	5.9	67.1	71.7	80.4	Yes	Yes
Gender										
Male	90	100	56.8	37	6.2	59.3	68.2	78.4	N/A	N/A
Female	94	100	38.2	56.2	5.6	74.2	75.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	I/S	87.8	I/S	I/S
African American	174	100	46.7	47.9	5.5	67.9	72.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	33	100	N/A	N/A	N/A	21.2	28.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	46.2	48.1	5.8	68.6	72	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	122	99.2	46.5	44.7	8.8	53.5	55.4	67.3
Gender								
Male	59	100	50	42.6	7.4	50	52.9	66.9
Female	63	98.4	43.3	46.7	10	56.7	58	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6
African American	117	100	45.5	45.5	8.9	54.5	56.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	25	100	N/A	N/A	N/A	16	16.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
Socio-Economic Status								
Subsidized meals	107	100	45.2	46.2	8.7	54.8	55.3	55.4

Social Studies

All Students	123	100	29.5	49.1	21.4	70.5	70.9	70.9
Gender								
Male	60	100	36.5	46.2	17.3	63.5	68.1	70.1
Female	63	100	23.3	51.7	25	76.7	73.7	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	I/S	79.2
African American	116	100	29.4	50.5	20.2	70.6	70.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	18	100	N/A	N/A	N/A	27.8	31.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
Socio-Economic Status								
Subsidized meals	109	100	28.6	50.5	21	71.4	71.1	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	185	98.4	48.5	40.8	10.7	51.5	61.9	72.1	98.1	96.4
Gender										
Male	90	98.9	55.6	38.3	6.2	44.4	55.6	65.2	97.9	96.4
Female	95	97.9	42	43.2	14.8	58	68.3	79.2	98.4	96.5
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	I/S	80.8	98	95.6
African American	175	98.9	48.2	40.9	11	51.8	61.9	59.7	98.2	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	98.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	64.6	97.9	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	15.6	14.5	27.7	97.8	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	92.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.7	N/A	N/A
Socio-Economic Status										
Subsidized meals	161	100	48.1	40.4	11.5	51.9	61.8	61.9	98.2	96.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	42.6	36.1	21.3	57.4
	7	46	100	52.3	31.8	15.9	47.7
	8	55	100	47.1	43.1	9.8	52.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	64	100	44.8	43.1	12.1	55.2
	7	61	100	42.9	35.7	21.4	57.1
	8	59	100	58.9	37.5	3.6	41.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	41	44.3	14.8	59
	7	46	100	50	47.7	2.3	50
	8	55	100	45.1	41.2	13.7	54.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	64	100	43.1	50	6.9	56.9
	7	61	100	39.3	51.8	8.9	60.7
	8	59	100	58.9	39.3	1.8	41.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	31	100	N/AV	N/AV	N/AV	60
	7	46	100	40.9	52.3	6.8	59.1
	8	27	100	56	36	8	44
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	N/A	N/A	N/A	36.7
	7	61	100	23.2	60.7	16.1	76.8
	8	29	96.6	75	21.4	3.6	25

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	31	96.8	23.3	46.7	30	76.7
	7	46	100	59.1	22.7	18.2	40.9
	8	28	92.9	56	32	12	44
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	25	67.9	7.1	75
	7	61	100	33.9	44.6	21.4	66.1
	8	30	100	25	39.3	35.7	75
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	37.7	41	21.3	62.3
	7	48	100	45.7	39.1	15.2	54.3
	8	55	100	37.3	41.2	21.6	62.7
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	62.1	27.6	10.3	37.9
	7	61	96.7	30.9	50.9	18.2	69.1
	8	60	98.3	51.8	44.6	3.6	48.2

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample